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## DEFINING FEATURES OF PERSONAL PROSPECTS FORMATION OF HIGHER EDUCATIONAL INSTITUTIONS' STUDENTS

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The article highlights the essence of personal prospects, shows their relationship with the temporal prospect and the necessity of their formation in adolescence. Personal prospect is a person's ability to predict the future, plan and imagine it, and be prepared for it. Preadult age is determined by complex processes of outlook formation, career choices and identity formation. The paper illustrates the formation of identity of the individual, identifies problems which a young person may face and their effects: blur ideals, identity crisis, negative identity, failure to realize time horizons. Sometimes young people do not think about the future, they seem to come back to their childhood, when they didn't feel consciously the passage of time. The content of psychosocial moratorium is revealed and determined that it provides the opportunity for young people to try out different social roles and professions, before making a final choice. The author demonstrates a positive development of identity formation and as a result persons' faithfulness to their ideals, affections and promises, their ability to accept and comply with morals, ethics and values of society. The article shows that self-realization needs the creation of a life plan and implementation of it in concrete terms in a particular socio-cultural situation.

**Keywords:** personal prospects, the identity of the individual, adolescence, self-realization, self-determination.

**Introduction.** Due to fierce competition in the labor market university graduates must be highly qualified professionals who have a fundamental theoretical and practical base, and purposeful individuals, with a clear vision of their future who achieve their goals confidently. Formation of personal prospects in preadult age is a complex pedagogical problem that needs to be realized and solved.

Studies of different scientists in the field of pedagogy and psychology devoted to the issue of formation of personal prospects in preadult age. A huge contribution to the study of youthful identity was made by E. Erikson in his work "Identity youth and crisis". Many scientists such as M. Gelas (2006), I. Kon (1989), A. Kronik (1994) worked on the problem of the choice of life priorities in high school, as it is the period when an individual must carry out the professional choice. Basic researches in the formation of personal prospects were held by K. Abulkhanova-Slavskaya (1999), G. Shlyakhtin (1991), S. Byuler (1965) and others. Yet, the problem of formation of personal prospects in adolescence has not been solved.

**Aims and tasks.** The aim of the article is to clarify the definition of personal prospects and describe the features of their formation in adolescence.

**A brief overview of the major works of scientists on personal perspectives.** Student's age is characterized by difficult life choice decisions, planning and foresight of the professional and personal life, self-awareness as the whole person, "identity crisis". For the description of all these processes there are many terms, but we want to dwell on the "personal prospects". There is no doubt that this concept

should be due to certain timing. According to the concept of personal time management, for the inner content of life prospects you need awareness of time, experience and practical mastery of it. From this viewpoint, personal prospects are seen as the process of life-concept formation and its implementation in specific circumstances, in particular socio-cultural situation. The construction of such prospects involves drawing up life plans, goals setting; development of ways to achieve them, as well as the reflection of the meaning of their implementation in practice [2, p.12 – 13].

Psychological, personal and life prospects can be seen as three different phenomena. Psychological prospect is forecasting, a conscious mental anticipation of the future and depends on the individual peculiarities of the person. This psychological perspective due to the individual value orientations has individual character: some dream about work-related future, while others – about personal ambitions and future achievements, the third – about personal aspirations and needs (friendship, love, family). K. Abulkhanova-Slavskaya determines personal prospects as the cognitive ability to imagine the future and internal readiness to it in the present (for example, the possible difficulties, uncertainty, etc.), orientation on the achievement of objectives. Thus, the personal prospect is an indicator of the individual's maturity and ability to organize time. Life perspective includes the totality of the circumstances and conditions of life that create individual opportunity for optimal life promotion [1, p.24].

G. Shlyakhtin considers personal perspective as one of the essential components of the organization of human activity, as a complex system formation, characterized as:

- hierarchical, which includes integral life goals of personality, intermediate goals as key moments in a process of planning activities, goals, objectives as a component of programs for the implementation of concrete actions;
- multidimensional – presence of emotional, cognitive, regulatory and other components in goals [5, p. 14].

Through the research on the formation of personal prospects of high school students, M. Gelas (2006) considers the personal perspectives as older students conscious representation about their potentials, needs and ways to implement them in the future, their own vision of the future and their place in the system of social relations, forecasting the future as a chain of different life events; intellectual, motivational and volitional readiness to implement specific steps in the present [3, p.9].

**Personal identity.** Formation of the world outlook as an integral picture of the world and our place in it occurs in adolescence. Furthermore it's the time for professional and personal self-determination related to changes in the perception of time; there is a life plan, life perspective changes (time horizon is deepening, covering the distant past and the future, and expanding to include not only personal, but also social prospects). In early youth a life program is formed (system of life plans based on life circumstances), although it still characterized by volatility and weak reasonableness. All these processes are not easy and smooth and students may face a lot of obstacles and problems, according to E. Erikson there is the crisis of personal identity in preadult age. Identity is a process of mental activity, through which the individuals evaluate themselves in terms of their assessments, especially

made by peer groups, finding themselves, a series of social and individual personal choices, identification and self-determination. It is not an easy task for young people to collect all the available knowledge about themselves and combine, to incorporate it into the identity of their personalities, which is the realization of their past and future, which follows logically from it. Conventionally, there are three constituents of identity formation in adolescence: an internal plan (young person himself forms his image), an external plan (other significant people see the identity and integrity of the individual), the coordination of internal and external plans. Diffusiveness of ideals occurs when an individual can not accept the values and ideology of parents, church and other authorities. The formation of identity sometimes is very strongly influenced by the social groups to which individuals identify themselves (movie stars, super athletes, revolutionary leaders), which adversely affects suppressing personalities and limiting the growth of their identity.

The inability of young people to achieve their identity leads to a crisis of identity, inability to choose a career, further education, experiencing feelings of worthlessness, mental disorder and aimlessness. Sometimes young people have a negative identity – they don't want to follow standards of their society and peers and sometimes choose negative patterns of behavior to follow.

A successful recovery from the crisis period of youth is characterized by person's fidelity which is understood as the ability to be true to the affection and promises, despite the inevitable contradictions in the system of values (E. Erikson). Loyalty is the cornerstone of identity, it is the ability of the young to accept and adhere to the morals, ethics and values of society [6].

**Time perspectives.** Many young people are unable to understand the time perspective. I. Kon (1989) states that the number of young people concerned about their future "I" increases. Problems arising from the formation of the time perspective are associated with a heightened sense of the irreversibility of time or unwillingness to notice its flow, with the feeling as if time has stood still [4, p. 71-72]. When a young person feels the stop of time, it psychologically means as the return to a child's state where the sense of time did not exist, and it was not perceived consciously. There are young people who do not want to think about the future, trying to put aside all the hard questions and responsible decisions.

Many countries give young people the possibility to delay in taking the adults roles. This period between adolescence and adulthood was defined as a "psychosocial moratorium". The higher education system in the United States and other technologically advanced countries gives an opportunity for young people to try a variety of social and professional roles before they make their final decision.

The human desire for self-realization is the main driving force of development, proving its relationship with the individual's ability to set appropriate goals and achieve them. The formulation and implementation of such goals in life is the main condition for maintaining mental health of individuals. The main reason for psychosis is not so much sexual problems or feelings of inadequacy as a lack of focus and determination. Awareness of the goals of life leads to integration of personality (S. Byuler). Therefore the absence of a meaningful purpose in life leads to neurosis, manifested primarily in boredom and apathy, in the inner emptiness. Nowadays more and more people are suffering from a lack of content and purpose in life. For self-

realization, one must create an image of the future, consisting of value orientations and the first life plans, anticipated events, learned patterns of social behavior, elements of reflection and self-evaluation (V. Frankl).

**Conclusions.** Despite the different approaches of researchers to the definition of personal prospects we can state with confidence that they include the statement of life goals, a conscious representation and forecasting the future made by a personality, commitment to it in the present and the ability to organize time.

Teachers should be involved in the formation of personal prospects of students and encourage them: to talk about their future profession, the vision of themselves in the adult world, predicting their future life, future plans and life goals. This educational work can be carried out at English lessons by demonstration of biographies of famous and successful personalities, emphasizing on their vision of future, commitment, ability to plan the future and achieve their goals. Source for reflection and discussion can be an article in newspaper, new book or released film, even some grammar material (Future Tenses, Conditionals), a variety of compositions, such as “How do I see myself in 10 years”, “My life priorities”, etc.

Formation of mature, personal values, emotive ideas about the future in adolescence becomes possible and necessary prerequisite for the further favorable development of the individual.

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**Н. В. Чіжова. Визначення особливостей формування особистісних перспектив у студентів вищих навчальних закладів.**

У статті висвітлено сутність особистісних перспектив, показаний їх взаємозв'язок з часовими перспективами та обґрунтовано необхідність їх формування в юнацькому віці. Особистісна перспектива – це здатність людини свідомо, подумки передбачати майбутнє, планувати його, уявляти себе в ньому, та бути готовим до нього. Визначено, що саме в цьому віці відбуваються складні процеси формування світогляду, усвідомлення свого «я», вибору професії та становлення особистості в цілому. Проілюстровано процес формування ідентичності особистості, визначено проблеми з якими може стикнутися молода людина та їх наслідки: розмитість ідеалів, криза ідентичності, негативна ідентичність, неспроможність усвідомити часові перспективи. Іноді підлітки зовсім не замислюються про майбутнє, вони ніби повертаються в дитинство, коли свідомо не відчувався плин часу. Розкрито зміст поняття психосоціальний мораторій, можливість для молодих людей спробувати себе в різних соціальних ролях та професіях, перед тим як зробити остаточний вибір. Автор демонструє позитивний розвиток формування ідентичності і як його результат вірність молодих людей своїм ідеалам, прихильностям, обіцянкам, їх здатність приймати і дотримуватися моралі, етики та цінностей суспільства. У статті показано, що для самореалізації індивіду необхідно створити певний життєвий задум та реалізувати його в конкретних умовах в певній соціокультурній ситуації.

**Ключові слова:** особистісна перспектива, ідентичність особистості, юнацький вік, самореалізація, самовизначення.

**Н. В. Чижова. Определение особенностей формирования личностных перспектив у студентов высших учебных заведений.**

В статье освещена сущность личностных перспектив, показана их взаимосвязь с временными перспективами и обоснована необходимость их формирования в юношеском возрасте. Определено, что именно в этом возрасте происходят сложные процессы формирования мировоззрения, осознание своего «я», выбора профессии и становления личности в целом. Проиллюстрирован процесс формирования идентичности личности, определены проблемы, с которыми может столкнуться молодой человек и их последствия: размытость идеалов, кризис идентичности, отрицательная идентичность, неспособность осознать временные перспективы. Иногда подростки совершенно не задумываются о будущем, они как бы возвращаются в детство, когда сознательно не ощущалось течение времени. Раскрыто содержание понятия психосоциальный мораторий, возможность для молодых людей попробовать себя в различных социальных ролях и профессиях, перед тем как сделать окончательный выбор. Автор демонстрирует позитивное развитие формирования идентичности и как его результат верность молодых людей своим идеалам, привязанностям, обещаниям. В статье показано, что для самореализации индивида необходимо создать образ будущего с реалистичными и значимыми целями.

**Ключевые слова:** личностная перспектива, идентичность личности, юношеский возраст, самореализация, самоопределение.